



MYNAVY COACHING HANDBOOK: A GUIDE TO A SUCCESSFUL COACHING PARTNERSHIP

E-mail: MyNavyCoaching@navy.mil

<https://www.mynavyhr.navy.mil/Career-Management/Talent-Management/Coaching/>

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WELCOME TO MYNAVY COACHING: MESSAGE TO SAILORS



DEPARTMENT OF THE NAVY
BUREAU OF NAVAL PERSONNEL
5720 INTEGRITY DRIVE
MILLINGTON TN 38055-0000

Shipmate,

Thank you for showing interest in the MyNavy Coaching Initiative, an integral part of the Navy's talent management cultural renovation where you can play a leading role in introducing a new, more effective way to promote personal and professional development through enhanced communications. This is possible by learning and practicing a few simple, but powerful communication skills, like listening effectively, empathizing with others, and asking powerful questions. This Coaching Handbook outlines much of what you need to know to understand more about MyNavy Coaching, and reviewing the handbook is the first step to engaging in coaching conversations with your peers and others.

Many Sailors are already being trained on coaching skills at various locations and schools throughout the Navy and are beginning to engage in Peer-to-Peer coaching conversations at their commands. You may also wish to be trained in coaching skills so that you can begin having coaching conversations with your peers. You are encouraged to take the next step by completing the self-paced MyNavy Coaching training modules located at <https://www.mynavyhr.navy.mil/Career-Management/Talent-Management/Coaching/>.

The next step is to ask yourself if you are open to coaching. Are you willing to commit to practicing a few communication skills with a peer while having coaching conversations? Are you open to receiving helpful feedback? Are you able to be an accountability partner for your shipmates as they work toward their goals? The Getting Started Checklist provides step-by-step instructions for starting the MyNavy Coaching journey.

You are encouraged to take the next step by reviewing tools, resources, and signing up for a MyNavy Coaching workshop. More information is located at <https://www.mynavyhr.navy.mil/Career-Management/Talent-Management/Coaching/>.

Very Respectfully,

A handwritten signature in black ink, appearing to read "A. Holsey", is positioned above the printed name.

A. HOLSEY

Purpose of This Handbook

This handbook is intended to be used by individuals who have completed a MyNavy Coaching training and are using or planning to use the coaching process with others. This document will serve as a refresher and reference for key concepts and terms associated with the coaching process and coaching discussions.

Overview of MyNavy Coaching

MyNavy Coaching is designed to improve Sailor performance and maximize the potential of ALL personnel to guarantee mission success.



MyNavy Coaching provides a modern, enhanced, and proven process for deliberate Sailor development. Effective coaching provides Sailors a means to take ownership of their personal and professional development, leading to increased goal achievement and better performance.

Definition of MyNavy Coaching

Coaching is a **developmental, collaborative partnership** between a coach and a coaching partner. The purpose is to **deliberately grow, broaden, and sustain development** of the coaching partner to enhance performance through personal and professional goal setting and constructive feedback. The **coach facilitates learning** with the coaching partner to improve performance over time. This improvement typically takes the form of acquiring new skills or coping with change, including role transitions and organizational changes.

At its core, coaching is a different way to have developmental conversations using **active listening, empathy, asking powerful questions, and providing bi-directional feedback**. Coaching builds in **accountability and responsibility on behalf of the coaching partner** so that individuals are driving their own development.

Mission of MyNavy Coaching

To promote Sailor development, enabling them to reach their theoretical potential and achieve maximum performance outcomes through coaching partnerships

Vision of MyNavy Coaching

To create an organizational coaching culture that instills and promotes coach-like attributes in Sailors which includes collaborative communication, a lifelong learner mindset, personal self-awareness, regular feedback, and professional growth.

Value of MyNavy Coaching

Coaching is a powerful development tool. Research on coaching in a wide variety of different industries and professional settings provides numerous benefits once coaching is introduced into an organization. It allows us to invest in our people by delivering what is considered to be a very important component of a leader's development.

Coaching is a beneficial partnership for the coach and the coaching partner. Benefits for the coach include enhanced self-awareness and personal leadership skills, deeper understanding of the organization as a whole, and learning how to provide better feedback, and receiving better feedback from the coaching partner.

In addition to realizing the same benefits as the coach, benefits for the coaching partner also include taking ownership of their own development, discovering their own path, reaching their potential, increased performance, and greater job engagement and satisfaction. It is important to remember that coaching is a true partnership. In order to be effective, it requires a strong give and take on the part of both the coach and the coaching partner.

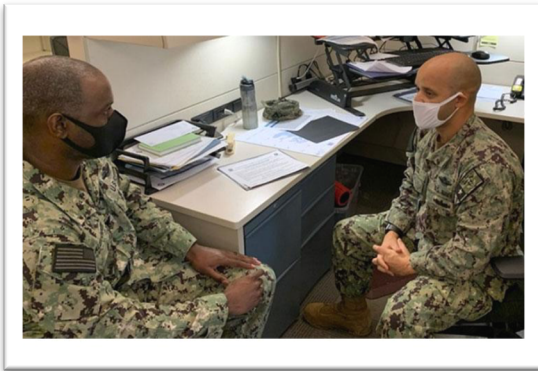
When to Use Coaching

Coaching may be used in a variety of situations related to professional development. Examples of potential coaching uses include the following:

- Peers working together to set and achieve professional goals
- When transitioning to a new professional role
- Solving individual challenges, including leadership challenges
- Improve accountability, self-awareness, and self-management
- Identification of personal strengths and how leverage them
- Improving professional relationships
- Development of leadership skills



ETHICS AND CONFIDENTIALITY IN MYNAVY COACHING



As a coach, you will be working with a coaching partner to identify important goals and help them to maximize their potential. Ethical and confidentiality standards are in place to guide the conduct of coaches during the process of personal and professional development. MyNavy Coaching participants agree to follow the highest ethical standards for confidentiality as follows:

1. Make verbal and written statements that are true and accurate about what you offer as a coach.
2. Accurately identify your coaching qualifications, expertise, experience, training, and certifications.
3. Strive at all times to recognize your personal issues that may impair, conflict with or interfere with your coaching performance or your professional coaching relationships. You will promptly seek the relevant professional assistance and determine the action to be taken, including whether it is appropriate to suspend or terminate the coaching engagement.
4. Maintain, store, and dispose of any records, including electronic files and communications created during your coaching engagements in a manner that promotes confidentiality, security, and privacy and complies with any applicable laws and agreements.
5. Seek to be conscious of any conflict or potential conflict of interest, openly disclose any such conflict, and offer to remove yourself when a conflict arises.
6. Ethically speak what you know to be true to coaching partners about the potential value of the coaching process or of you as a coach.
7. Carefully explain and strive to ensure that, prior to or at the initial meeting, your coaching partner and sponsor(s) understand the nature of coaching, the nature and limits of confidentiality, and any other terms of the coaching agreement.
8. Have a clear coaching agreement with your coaching partners before beginning the coaching relationship and honor this agreement. The agreement shall include the roles, responsibilities, and rights of all parties involved.
9. Be aware of and set clear, appropriate, and culturally sensitive boundaries that govern interactions, physical or otherwise, you may have with your coaching partner.
10. Avoid any sexual or romantic relationship with coaches.
11. Respect the coaching partner's right to terminate the coaching relationship at any point during

the process.

12. Remain alert to indications that there is a shift in the value received from the coaching partnership.
13. Encourage the coaching partner to make a change if you believe the coaching partner would be better served by another coach or by another resource and suggest your coaching partner seek the services of other professionals when deemed necessary or appropriate.
14. Maintain the strictest levels of confidentiality with all coaching partners unless required by law or Navy guidance/direction.
15. Have a clear agreement about how coaching information will be exchanged among the coach and coaching partner.

**Adapted from International Coaching Federation Code of Ethics, 20APR2021*

MyNavy Coaching-Specific Confidentiality Guidelines

1. Maintain security and privacy of all coaching sessions.
2. Obtain permission from the coaching partner to disclose their personal information if needed.
3. Maintain security and privacy of any records, including electronic files and communications, created during your coaching engagements in a manner that promotes confidentiality.
4. Disclose, upfront, that as a coach you are required to report to proper Navy authorities should the coaching partner disclose or display intent to harm themselves or others, disclose Sexual Assault Prevention and Response (SAPR) information, or displays any form of mental illness or disorder.

Scope of MyNavy Coaching

- Uphold the Navy's core values of Honor, Courage, and Commitment.
- Treat all coaches and coaching partners with equal respect, dignity, and professionalism.
- Establish trust and rapport between the coach and coaching partner by clearly communicating coaching roles.
- Provide a psychologically safe environment to conduct coaching sessions free of retaliation and reprisal.
- Clearly explain the limitations of coaching in relation to psychological conditions: Coaches are not trained, qualified, or able to diagnose or treat any form of mental illness or disorder. Refer those who may need to seek additional assistance (see Other Support Resources).

DEFINITIONS OF MYNAVY COACHING TERMS

Table 1 defines terms used throughout this handbook and in conversations and materials related to MyNavy Coaching.

Table 1: Definition of MyNavy Coaching Terms

MyNavy Coaching Term	Definition
Active Listening	Ability to focus completely on what the coaching partner is saying and is not saying, to understand the meaning of what is said in the context of the coaching partner's desires, and to support coaching partner's self-expression.
Coach (MyNavy Coaching)	This person provides the framework for the coaching conversation. They demonstrate support for the coaching partner's goals, actively listens, shows empathy, and asks powerful open-ended questions to empower the coaching partner.
Coaching	Coaching is a developmental, collaborative partnership between a coach and coaching partner. The purpose is to deliberately grow, broaden, and sustain development of the coaching partner to enhance performance through personal and professional goal setting and constructive feedback. The International Coaching Federation defines coaching as partnering with clients in a thought-provoking and creative process that inspires them to maximize their personal and professional potential. The process of coaching often unlocks previously untapped sources of imagination, productivity, and leadership.
Coaching Partner	This person commits to being coached. They chart the course for the coaching conversation by providing the content for the conversation, actively listens, challenges the coach to explore issues more deeply, and commits to the action/development plan.
Empathy	The ability to put yourself "in someone else's shoes" – understand their situation, perceptions, and feelings from their point of view.
Executive Coach	A qualified professional who works one-on-one with high-performing individuals, usually executives or senior leaders, to help them optimize their leadership performance.
External Coach	A certified coach who is outside of an organization and is hired to coach employees within the organization.
GROW Model	A 4-step structure/sequence to manage the coaching conversation that provides a meaningful result to the coaching partner. The 4-step acronym of GROW stands for Goal, Reality, Options, and Will that represent the four key steps to

	engage in a coaching conversation. Utilizing the GROW Model as the framework to have the coaching conversation is a process that the coach owns. Asking questions for each step of the GROW Model will help the coaching partner discover something new and help them create an actionable plan to move forward to achieve their goal.
Individual Development Plan	A tool that assists Sailors in setting goals through a structured approach to achieve career and personal goals while also improving overall job performance.
Internal Coach	A certified coach who is internal to the organization and provides coaching to employees. The internal coach can be a colleague, leader, supervisor, or employee.
International Coaching Federation (ICF)	Leading global organization for coaches and coaching. ICF is dedicated to advancing the coaching profession by setting high standards, providing independent certification and building a worldwide network of trained coaching professionals.
MyNavy Coaching	A collaborative partnership between a coach and a coaching partner to deliberately grow, broaden, and sustain development through self-learning and goal achievement.
Peer-to-Peer Coaching	A helping relationship between peers of relatively equal position, structured around conversations that result in a commitment to each other's development.
Powerful Questions	Powerful questions are the reflection of active listening and understanding your coaching partner's perspective by paraphrasing what you hear. There has to be a progression from listening, to paraphrasing for understanding, and then asking powerful questions aimed to yield clarity, encourage reflection, and promote expanded learning, on behalf of the coaching partner. Powerful questions are the types of questions that make the coaching partner say, "I'll have to think about that" or "That's a good question." They lead to discovery, insight, and a commitment to action.

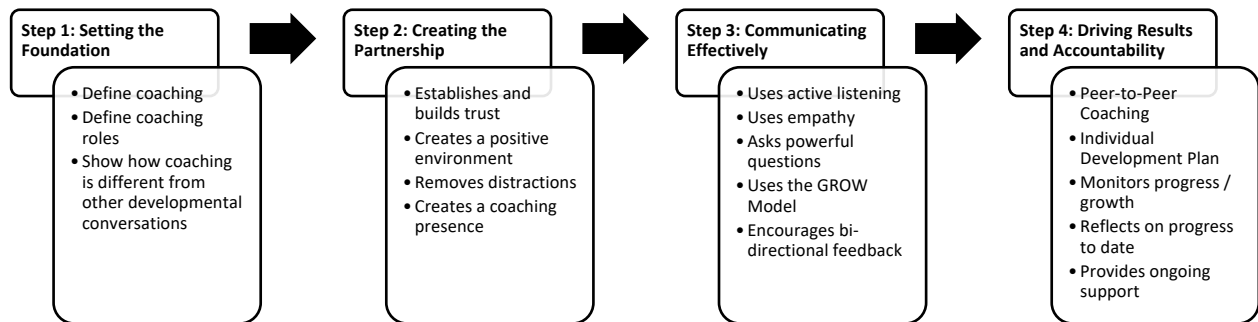
Note: Definitions adapted from the International Coaching Federation and MyNavy Coaching Curriculum

CORE COMPETENCIES OF MYNAVY COACHING

Four-Step Coaching Process

In MyNavy Coaching, there are four competency levels to grow our Sailors to be more coach-like. They can be found in Figure 1. The core competencies of MyNavy Coaching model those of the International Coaching Federation (ICF) core competencies which can be found below. Note: Permission to use GROW Model granted by estate of Sir John Whitmore and Performance Consultants International.

Figure 1: Becoming More Coach-Like



The MyNavy Coaching curriculum is modeled in a four-step process based on ICF's coaching competencies (see below) and is designed to grow sailors to become more coach-like. The four steps are outlined in Figure 1. The core skills used in coaching are listed in Step 3: Communicating Effectively.

International Coaching Federation (ICF) Core Coaching Competencies

A. Foundation

1. Demonstrates Ethical Practice

Understands and consistently applies coaching ethics and standards of coaching.

2. Embodies a Coaching Mindset

Develops and maintains a mindset that is open, curious, flexible and client-centered.

B. Co-Creating the Relationship

3. Establishes and Maintains Agreements

Partners with the client and relevant stakeholders to create clear agreements about the coaching relationship, process, plans and goals. Establishes agreements for the overall coaching engagement as well as those for each coaching session.

4. Cultivates Trust and Safety

Partners with the client to create a safe, supportive environment that allows the client to share freely. Maintains a relationship of mutual respect and trust.

5. Maintains Presence

Is fully conscious and present with the client, employing a style that is open, flexible, grounded and confident.

C. Communicating Effectively

6. Listens Actively

Focuses on what the client is and is not saying to fully understand what is being communicated in the context of the client systems and to support client self-expression.

7. Evokes Awareness

Facilitates client insight and learning by using tools and techniques such as powerful questioning, silence, metaphor or analogy.

D. Cultivating Learning and Growth

8. Facilitates Client Growth

Partners with the client to transform learning and insight into action. Promotes client autonomy in the coaching process.

GETTING STARTED WITH COACHING AND THE CORE SKILLS

Whether coaching in a professional capacity, as a supervisor, a peer, or even when coaching family members or friends, there are a set of core capabilities that are used by a coach. Those capabilities are:

- Use of Empathy
- Listening to Understand
- Asking Powerful Questions
- Giving Feedback and Asking for Feedback
- Use of the GROW Model (see Figure 2)
- Accountability/Ownership

The GROW (Goal, Reality, Options, Will) Model provides a framework for conducting a coaching conversation. The coach begins by asking open-ended questions to establish a goal that is important to the coaching partner and continues the process by asking additional open-ended questions throughout the process, eventually culminating in a commitment to a course of action by the coaching partner.

This section will provide greater descriptions and details of the core skills used in the coaching process. Note: Permission to use GROW Model granted by estate of Sir John Whitmore and Performance Consultants International.



Ways to Implement MyNavy Coaching in the Navy

Coaching can be implemented in several different ways to create and sustain a coaching culture as identified below.

Level 1: Peer-to-Peer Coaching

Level 2: Supervisor as Coach

Level 3: Internal Coaching



The most resilient way to establish a coaching culture within an organization is through the introduction of Peer-to-Peer coaching in which all members are equipped with foundational coaching skills and can use those skills to establish mutually beneficial relationships focused on ongoing development.

Supervisors can also use coaching skills in both formal settings such as Mid-term Counseling and in day-to-day developmental conversations to deliberately grow and sustain development of direct

reports through goal setting and constructive feedback.

Internal coaching is a long-term strategy which can be considered after a coaching culture has been established and the organization is ready to make the investment in developing certified coaches throughout the organization. Internal coaches are typically used for coaching participants in specific developmental programs or with specific individuals or groups with defined coaching needs.

Core Skills of Coaching

Regardless of whether you are engaging in Peer-to-Peer Coaching, Supervisor as Coach, or Internal Coaching, the same core skills are critical to conducting effective coaching conversations. They include active listening, empathy, and asking powerful questions. Descriptions of these core skills are provided below.

Core Skill: Active Listening

Think about a recent conversation you have had with someone – it could be a co-worker, spouse, or a friend. Did you:

- Have a hard time concentrating on what is being said?
- Think about what to say next, rather than what is being said?
- Dislike it when someone questions your ideas or actions?
- Give advice too soon and suggest solutions to problems before the other person has fully explained his or her perspective?
- Talk significantly more than the other person talks?

Not listening, or not listening effectively, can end a conversation before it even gets started. Most of us can improve our listening skills by being more aware of how we listen. Implementing these tips can help you become a much more effective coach and communicator:

1. **Limit distractions.** Silence any technology and move away from distractions so that you can pay full attention to the other person. Take note of the person's tone of voice and body language as well.
2. **Pay attention to what is being said, not what you want to say.** Set a goal of being able to repeat the last sentence the other person says. This keeps your attention on each statement.
3. **Be aware of the coaching partner's tone of voice and body language as well as your own.**
4. **Be okay with silence.** You don't have to always reply or have a comment. A break in dialogue can give you a chance to collect your thoughts. Six seconds is what the science has found when the conversation becomes awkward and those in the conversation feel the need to speak.
5. **Encourage the other person to offer ideas and solutions before you give yours.** Aim to do 80% of the listening and 20% of the talking.
6. **Restate the key points you heard and ask whether they are accurate.** "Let me see whether I heard you correctly..." is an easy way to clarify any confusion.

If this sounds like a lot, it is. Being an effective listener isn't easy. Even with the best of intentions, you may actually be subconsciously sending signals that you aren't listening at all. But, by applying these tips, you can actively become a better listener, which in turn, will help you become a better coach and partner.

Core Skill: Use of Empathy

Empathy is the ability to put yourself 'in someone else's shoes' or 'walk shoulder-to-shoulder' with them – understanding their situation, perceptions, and feelings from their point of view. It is a critical skill for coaching because it contributes toward a more accurate understanding of your coaching partners, their perceptions, and concerns. It also enhances your communication skills because you can sense what your coaching partner wants to know and if they are getting it from you or not.

Empathy is the ability to understand other people's feelings as if we were feeling them ourselves, while sympathy is the ability to take part in someone else's feelings. Empathy requires perspective taking. A coach must be able to "see" what the other person sees and connect with the feelings of the coaching partner, be vulnerable, and connect with the part of themselves that knows the feeling being described (e.g., challenged, left out, insignificant, overworked, even happy and excited).

So how are empathy and sympathy different? A big distinction between empathy and sympathy is that empathy tells the other person you may not agree but you understand whereas sympathy is just not productive. Saying "Oh, I'm sorry" and going on about your day does not convey understanding or create trust between you and the other person.

Empathy involves four components:

1. Perspective taking or putting yourself in someone else's shoes.
2. Staying out of judgement and listening.
3. Recognizing emotion in another person that you have maybe felt before.
4. Communicating that you can recognize that emotion.

It is a vulnerable choice to let your guard down, open up, and reveal to someone that you understand their pain because you too have been in their shoes. It takes strength to be vulnerable and put yourself out there without worrying about what others might think.

Core Skill: Asking Powerful Questions

Asking powerful questions is another key skill that is important to practice when engaging in a coaching partnership. The purpose of asking powerful questions is not just to gain knowledge – it is to promote action on behalf of the coaching partner and promote genuine curiosity on your part. Asking powerful questions allows the coaching partner to think deeply about their experience. The answers to powerful questions should not be a simple response nor should they lead the conversation. They create possibilities.



Coaching is meant to be a forward-moving process.

It's about assessing the current situation and encouraging the coaching partner to learn new things about themselves and take actions to move forward in achieving their goals.

In coaching partnerships, there are some types of questions to avoid asking that may limit growth, development, and insight on behalf of your coaching partner. See below for some questions to avoid.

Questions to Avoid

Coaches should avoid using **close-ended questions** (Yes/No), as they do not produce the rich thought and responses from the coaching partner that lead to commitment to action. In some cases, a Yes/No question can imply that the coach already knows the answer and can cause the coaching partner to shut down.

Although posed like a question, **rhetorical questions** are actually statements of your own opinion of the situation, and are often emotional or judgemental, such as “Are you really going to throw your career away like that?” They tend to evoke no response, or a defensive one.

Leading questions subtly point the coaching partner towards a certain answer – the one the coach wants. Examples are “How do you feel about that – discouraged?” or “Do you want to stay with this organization you have invested so much in?”

Stacking questions are when you ask several questions at one time and the coaching partner doesn’t know which one to answer. For instance, “What are you going to do about that?” “How often does that happen to you?” “What are your next steps?”

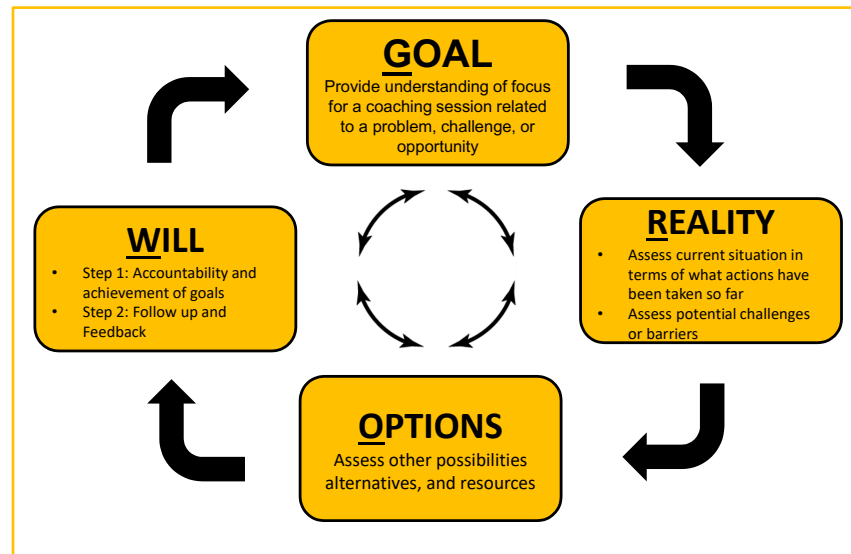
Use “Why” questions with caution. When you ask someone a “Why” question, you are asking them to defend or justify their actions, and that can make them defensive. You can easily replace “Why” with “What”. For example, “Why can’t you talk to him about it?” can become “What do you need to talk to him about?” “Why did you turn down the assignment?” can become “What factors led you to turn down the assignment?” Can you see how someone might respond differently when you replace “Why” with “what?” Practice rewording the question to a “What” question. Always consider how you could reword these questions to avoid the coaching partner becoming defensive.

The GROW Model

The GROW Model (see Figure 2) provides structure to any coaching conversation. This 4-step model is used by the coach during the conversation in order to guide the coaching partner to discover something new and help them create an actionable plan to move forward to achieve their goal. You do this by staying curious and asking questions so there is no time for advice giving. The 4-step acronym of GROW are the four key steps to have the coaching conversation:

- **Goal:** Your goals, aspirations, problems, challenges, or opportunities
- **Reality:** Your current situation, internal and external obstacles
- **Options:** Possibilities, strengths, and resources
- **Will:** Actions, follow up, and accountability

There are many questions you could ask for each step of the GROW Model without providing advice, and to maintain your curiosity so the coaching partner comes to a solution or an actionable next step forward.

Figure 2: The GROW Model

Note: Permission to use GROW Model granted by estate of Sir John Whitmore and Performance Consultants International

Each step of the GROW Model is described below. See the sample questions for a repository of questions that can be asked at each stage of the GROW Model.

Goal

The first step of the GROW Model is G: Goal. Even before you discuss the Goal of the coaching conversation,

- You must know the topic.
- What does the person want to focus on? What do they want to change or improve? This is really setting the stage for the entire coaching partnership because you are helping the coaching partner set the determined outcome for the entire coaching partnership. For instance, what is the end or long-term goal that they want the coaching partnership to help them achieve? You will find in coaching that the person has a long-term goal, maybe advancing or promoting, but they will also need to establish a short-term goal for the present coaching session. The short-term goal for the coaching session might be to complete their qualifications.

When asking the coaching partner about their goal,

- You must understand why they are focusing on this goal.
- When establishing the goal, it will be helpful for the coaching partner to establish a SMART goal that is specific, measurable, actionable, realistic, and timely. An example might be “I want to complete my qualification by the end of the month.” (More about setting SMART goals can be found in the appendix).

- As you continue exploring the goals with the coaching partner, you must understand what makes this goal so important to them. This should be how every coaching discussion begins with establishing the purpose of the discussion.
- Questions can include “What can we talk about that would be most helpful for you?” or even as simple as “What goal do you want to set for yourself?” The overall objective is to determine the coaching partner’s goal for the coaching conversation.
- Asking questions about what the end-state looks like or what makes them want to focus on something provides additional insight to you.
- Once you are done exploring the goal, you as the coach want to perform this action item: Restate the goal to the coaching partner to ensure you understand it and also provide their “Why”.
- Lastly, it is extremely important for the coaching partner to set any goals as it is exactly that – their goal. They have to own it, put in the development work, be accountable, and be responsible for it.

Reality

The second step of the GROW Model is R: Reality.

- During this step, you as the coach want to establish a clear and accurate picture of the current situation, what steps the coaching partner has taken to date, challenges faced, obstacles in the way of achieving the goal, etc. Questions you can ask include “Where is the coaching partner currently?” “What are some obstacles or challenges preventing them from reaching their goal?” “What challenges do they face?”
- As the coach, you have created a safe space for your coaching partner to describe the good, the bad, and the ugly that they have tried in respect to their topic.
- While you are listening to your coaching partner tell you what they have tried and what has or has not worked, you are practicing your active listening skills by only asking questions, staying out of judgement, and not coming to conclusions.
- You are likely empathizing with the struggle of your coaching partner as well. To empathize, you are connecting to the emotions the coaching partner is sharing.
- While the coaching partner is sharing their reality, they may also come to realize why what they have tried has not worked or even may come up with additional options/solutions to their goal(s).
- And, while you are focused on your coaching partner, the questions you are asking provide greater clarity into the topic that was selected as the goal.
- The action item to practice for reality is to stay curious, ask questions, and seek to understand what the coaching partner has already tried. As the coach, you are not solving, advising, mentoring, etc. Just listen and understand to allow possible solutions to emerge.

Options

Next, you will discuss the coaching partner's options.

- By exploring other possibilities and alternatives that may have been revealed from discussing their reality.
- You may also find that you will brainstorm with your coaching partner ideas and resources.
- Most importantly, you will not be able to guide your coaching partner to options if you do not clearly understand their goal, situation, or topic.

Discussing options may be the area where you spend the most time as you work to help the coaching partner identify strengths they have, options to pursue, resources that may help, etc.

- You want the coaching partner to create a list of things they could do and then evaluate with them each solution by continuing to ask questions.
- So, if they want to increase their run time, you could ask them "How long will that take?" "Who could help you with doing additional exercises?" "What's the required passing time needed?"
- As the coaching partner answers these questions, additional solutions or problems emerge that the coaching partner can tackle.
- Try to ensure the coaching partner has a range of possible solutions.
- At the end of this discussion, the coaching partner should realize that they have a wide variety of options that they can choose for moving towards their goal and what skills they possess that will help them make progress.

Will

The final step of the GROW Model is W: Will.

- During this step, you will help the coaching partner establish actionable processes they can follow that will allow them to achieve their goal.
- This is the stage where "I want to..." turns into "In order to make that happen, I will do this and this."
- For instance, of the options generated by the coaching partner, what do they want to work on?
- They get to select what they will do to reach their goal. Once they select the option, ask questions that will allow them to create an action plan. "When are they going to start?" "When do they plan to have it done?" "How confident do they feel on a scale of 1-5 (1 = not at all confident) to 5 (very confident) that they will complete the action to meet their goal?" This helps to ensure commitment.
- Also ask, "When is the coaching partner going to let you know what they have done?" This helps to create accountability.

- And if they don't meet their goal, ask "How would they like for you to hold them accountable?"
- This part of the conversation also serves as a way to summarize progress and create a bridge to any follow-on coaching conversations.
- If you cannot summarize what your coaching partner is going to do, that's not a good sign. You as the coach need to be clear on what their plan is.
- After this discussion, the coaching partner should feel ready to tackle their goal and leave the coaching conversation inspired.

Note: Permission to use GROW Model granted by estate of Sir John Whitmore and Performance Consultants International.

GETTING STARTED WITH PEER-TO-PEER COACHING

Peer-to-Peer coaching is a helping relationship between peers of relatively equal level, built around structured conversations that result in a commitment to development. Peer-to-Peer coaching is a great way to learn coaching skills and develop as a coach. Other benefits of Peer-to-Peer coaching include:

- Builds trust and credibility
- Means of giving back to others
- Finding solutions to problems in personal and professional lives
- Arrive at solutions via dialogue versus directive feedback
- Helps to achieve personal goals and career success

Starting a Peer-to-Peer Coaching Partnership

Below are the steps to start engaging in a Peer-to-Peer coaching partnership. As a reminder, keep all information you collect from your coaching partner in a safe place. All forms can be found in the appendix.

Step 1: Review NAVPERS 5357/1 Peer-to-Peer Coaching Checklist. This provides a 30-60-90-day plan to get started with coaching that also includes choosing a peer for coaching. The process for getting started is summarized in Figure 3. When choosing a peer for coaching, consider the following:

- Choose someone you can have mutual trust with
- Does not have to be the same rank, rate, specialty, job, or work-center (but may be)
- Choose someone who will hold you accountable, and vice versa
- You may have multiple coaching partners

Figure 3: Process for Getting Started with Peer-to-Peer Coaching



Step 2: Complete NAVPERS 5357/2 Readiness Assessment for Coaching Form. Ask your coaching partner to complete NAVPERS 5357/2 to ensure they are ready and open to being coached. If they are not at this time, that is okay. You may engage at a later date.

Step 3: Complete NAVPERS 5357/3 Peer Coaching Intake. After completing NAVPERS 5357/2, ask your coaching partner to complete NAVPERS 5357/3 so that you can have an idea of what they want to work on in the coaching partnership. Encourage them to answer as many questions as possible so you can understand what they want to work on during the coaching partnership.

Step 4: Complete NAVPERS 5357/4 Peer Coaching Partner Agreement. Now you and your coaching partner are ready to complete NAVPERS 5357/4. This is only between you and your coaching partner; it obtains a commitment from both of you to meet a certain number of times over however many months for a certain period of time. When engaging in a coaching partnership, it is easy to cancel coaching sessions due to other commitments. NAVPERS 5357/4 will help you both commit to each other and follow through on your coaching.

Step 5: Schedule and Start Engaging in Peer-to-Peer Coaching. Schedule and start engaging in Peer-to-Peer coaching sessions every 2-3 weeks until you have reached a total of 5 sessions. At each individual coaching session, the coach needs to ensure the coaching partner walks away with an actionable plan towards their identified goals.

Step 6: Use NAVPERS 5357/5 Coach-Like Skills Evaluation Tool. After having a coaching session, you and your coaching partner want to ask for, give, and receive feedback on how the

session went. Using NAVPERS 5357/4, you will provide feedback on how you did in the role of coach, in terms of the coaching skills you used (i.e., active listening, empathy, and asking powerful questions). You and your coaching partner are evaluating how well you used these three skills.

Step 7: Complete NAVPERS 1610/19 Military Individual Development Plan. At the end of the coaching session, make sure your coaching partner completes NAVPERS 1610/19 and makes updates to it in between coaching sessions to help drive performance.

Step 8: Complete NAVPERS 5357/6 Coaching Hours Log. After completing each coaching session, keep track of your hours using NAVPERS 5357/6.

Step 9: Repeat the Steps. Schedule another coaching session and keep practicing being coach-like skills!

Recommended Cadence for Peer-to-Peer Coaching

- Schedule coaching conversations every 2 – 3 weeks
- Have 5 conversations with your peer partner
 - Introductory session
 - 3 deep dive sessions
 - Summary and closure session
- Re-partner every 3 months

If you are unsure of potential topics to for coaching, see Table 2.

Table 2: Sample Development Areas Appropriate for Peer-to-Peer Coaching

Professional Development	Personal Development
Communicating with Others	Dealing with Change or Transition
Personal Accountability	Conflict Resolution
Equity and Inclusion	Increasing Self-Awareness
Teamwork	Written/Verbal Communication
Technical/Functional Expertise	Improving Organization & Time Management
Training and Education Goals	Developing Social Responsibility
Developing as a Manager and Leader	

Below are the roles and responsibilities of the coach and the coaching partner.

Roles & Responsibilities of a Coach

- Create a partnership with the Coaching Partner
- Make coaching sessions a priority
- Support the Coaching Partner by providing a framework to guide the coaching session
- Ask questions focused on “What” and “How” to keep the coaching conversation moving

forward to the Coaching Partner's goal

- Actively listen and display empathy
- Withhold judgement
- Clarify and reflect on the conversation
- Facilitate discovery of the Coaching Partner's goals
- Hold the Coaching Partner accountable for any tasks set towards achieving their goal

Roles & Responsibilities of a Coaching Partner

- Active, engaged, and committed to the development process
- Determines the agenda or goal for the coaching session and provides content for the conversation
- Owns individual personal and professional development
- Be vulnerable and open minded
- Provide feedback to the Coach in the moment

COACHING RESOURCES

Disclaimer: The appearance of external hyperlinks does not constitute endorsement by the United States Department of Defense, the United States Department of the Navy, and MyNavyHR of the linked websites, or the information, products, or services contained therein. For other than authorized activities such as military exchanges and Morale, Welfare, and Recreation (MWR) sites, the United States Department of Defense, the United States Department of the Navy, and the Navy Personnel Command does not exercise any editorial control over the information you may find at these locations. Such links are provided consistent with the stated purpose of this handbook.

Books on Coaching



Boyatzis, R. E., Smith, M., & Van Oosten. (2019). *Helping people change: Coaching with compassion for lifelong learning and growth*. Boston, MA: Harvard Business Review Press.

Brown, B. (2018). *Dare to lead: Daring greatly and rising strong at work*. New York, NY: Random House.

Downey, M. (2014). *Modern effective coaching: The principles and art of successful business coaching*. London, UK: LID Publishing Limited.

Dweck, C. (2006). *Mindset: The new psychology of success*. New York, NY: Penguin Random House LLC.

Edmondson, A. C. (2019). *The fearless organization: Creating psychological safety in the workplace for learning, innovation, and growth*. Hoboken, NJ: John Wiley & Sons, Inc.

Goldsmith, M. (2007). *What got you here won't get you there*. New York, NY: Hachette Books.

Levenson, B. (2020). *Shift your mind: 9 mental shifts to thrive in preparation and performance*. New York, NY: Disruption Books.

Oakes, K. (2021). *Culture renovation: 18 leadership actions to build an unshakeable company*. New York, NY: McGraw Hill.

Stanier, M. B. (2016). *The coaching habit: Say less, ask more & change the way you lead forever*. Toronto, ON: Box of Crayons Press.

Stanier, M. B. (2020). *The advice trap: Be humble, stay curious & change the way you lead forever*. Toronto, ON: Box of Crayons Press.

Whitmore, J. (2017). *Coaching for performance: The principles and practice of coaching and leadership (5th ed.)*. London, UK: Nicholas Brealey Publishing.

Coaching Websites

DoD Coaching Portal:

<https://www.dcpas.osd.mil/CTD/Coach>

Library of Professional Coaching:

<https://libraryofprofessionalcoaching.com/>

USMC Leadership Tool: <https://www.usmcu.edu/mid-leadership-tools>

Coaching Podcasts

Coaching for Leaders:

<https://coachingforleaders.com/>

Dare to Lead:

<https://brenebrown.com/dtl-podcast/>

OTHER SUPPORT RESOURCES

Defense Equal Opportunity Management Institute

1-901-874-2507

<https://www.mynavyhr.navy.mil/Support-Services/21st-Century-Sailor/Equal-Opportunity/>

Military OneSource

1-800-342-9647

<https://www.militaryonesource.mil/all-the-ways>

Navy Suicide Prevention Branch

1-901-874-6613

<https://www.mynavyhr.navy.mil/Support-Services/21-Century-Sailor/Suicide-Prevention/>

Operational Stress Control

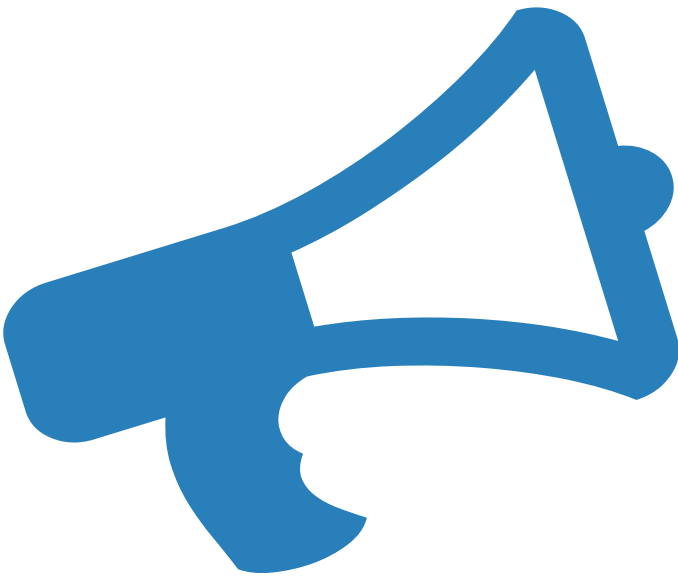
1-800-273-TALK

<https://www.mynavyhr.navy.mil/Support-Services/21-Century-Sailor/E-OSC/>

Sexual Assault Prevention and Response

1-877-995-5247

<https://www.mynavyhr.navy.mil/Support-Services/21-Century-Sailor/Sexual-Assault/>



FREQUENTLY ASKED QUESTIONS: MYNAVY COACHING

What is MyNavy Coaching?

A1. The Navy defines coaching as a developmental, collaborative partnership between a coach and coaching partner. The purpose is to deliberately grow, broaden, and sustain development of the coaching partner to enhance performance through personal and professional goal setting and constructive feedback.

Why do we need MyNavy Coaching?

A2. Higher strategic guidance calling for efforts to better develop our sailors as leaders and warfighters to attract and retain the best talent across the Navy. The Navy is improving and modernizing the way they currently manage talent and performance by investing in individual development. The Navy will not be successful unless we preserve our sailors as our greatest strength and asset – deliberately developing them – which is key to leveraging retention. Better talent management practices improve the Navy’s ability to retain the best and most fully qualified sailors who will provide the Navy the warfighting advantage needed in the Great Power Competition. Focusing on development is also a way to increase engagement. Sailor engagement has repeatedly been found to be a critical influence on the success of an organization. Increased engagement fosters increased development, feedback, performance, accountability, and retention. Coaching is a tool that can help improve Sailor engagement and is a way to implement the guidance of Navy Senior Leaders to enhance sailor development, ultimately contributing to greater retention across the Navy. To accomplish all of this requires us to start creating a coaching culture and a culture of feedback.

Is MyNavy Coaching an official program?

A3. No, it is not an official program. We are calling it an “initiative” because we focused on teaching sailors the three core skills of active listening, empathy, and asking powerful questions and encouraging you to start engaging in Peer-to-Peer coaching partnerships.

Who will be in charge of the MyNavy Coaching Program at my command? How will the program be documented?

A4. MyNavy Coaching is not an official program so there is no formal documentation. You are free to document in a log the initials of the person you coached and how much time. You are also encouraged to take notes during the coaching session to remind you of what you discussed at the previous coaching session.

Is MyNavy Coaching replacing Mid-term Counseling?

A5. No. Coach-like behaviors are being added to an updated BUPERSINST 1610.10 that will be released later in 2021.

How is MyNavy Coaching different from the current Career Development Board Program?

A6. CDBs are designed to help sailors make informed career decisions that are also focused on retention, reserve options, discharge benefits, and other transition services. Also, CDBs are usually offered once per tour or every two years. Coaching conversations are meant to occur more frequently.

Are we combining MyNavy Coaching with the Mentorship Program and CDB Program?

A7. MyNavy Coaching has a different focus than these two programs.

- Coaching focuses on personal and professional opportunities, challenges, or issues that sailors face by using the coaching framework and the core skills of coaching to enhance their performance. Coaching conversations are meant to be frequent and create ongoing progress reviews.
- The Mentorship Program provides guidance, direction, and advice to prepare the mentee for growth.
- CDBs are designed to help sailors make informed career decisions that are also focused on retention, reserve options, discharge benefits, and other transition services. Also, CDBs are usually offered once per tour or every two years. Coaching conversations are meant to occur more frequently.

What is a coach?

A8. A coach's job is to support the coaching partner by providing a framework to guide the conversation, which is the GROW Model. The coach provides support for the coaching partner's goals even if the coach disagrees that the goals the coaching partner has selected are not the right priority for the coaching partner. It is not what the coach wants but what the coaching partner wants that will help them grow and learn the most. The coach also actively listens, shows empathy, and asks powerful open-ended questions focused on the 'what' and the 'how' to keep the conversation moving forward. Asking these powerful questions promotes new knowledge gained on behalf of the coaching partner, empowering them towards their goals.

What is a coaching partner?

A9. Unlike other types of developmental relationships, the coaching partner is in the driver's seat. He or she determines the agenda and provides the content for the conversation. In a coaching partnership, the coaching partner truly owns their own personal and professional development and commits to being coached and engaged in the process. The coaching partner provides the content of the coaching conversation. They chart the course for what is discussed. They also practice actively listening during the coaching session by asking the coach clarifying questions to understand what the coach is saying, probing and digging deeper to make sure what is being heard is what is being said. The coaching partner also challenges the coach to explore issues more deeply. This does not mean resisting, but it does mean pushing back to explore the issues more deeply, to look at alternatives, to enrich the conversation, to help clarify thinking on both the part of the coach and the coaching partner. Lastly, the coaching partner commits to action and the individual development plan.

What is a coaching partnership?

A10. Partnering can be defined as a commitment on behalf of the coach and coaching partner who are devoted to the coaching partner's success by facilitating learning, improving performance, and moving towards the desired results. Partnering in coaching creates a level of trust and commitment on behalf of the coach and the coaching partner.

What does it mean to be more "coach-like"?

A11. Exhibiting more "coach-like" developmental behaviors means first asking more open-ended questions. This is done by being genuinely curious about the Sailor, asking more "What" and "How"

questions, and asking more questions builds more personal, connected, and empathetic relationships with sailors. The result is more engaged sailors who come up with their own solutions to their problems, challenges, or opportunities. Next, refrain as long as possible from giving answers or advice. When we give sailors the answer, we remove their independence and they become dependent on us. Giving advice may lead us to solve the wrong problem, does not mean we are proposing a good or the right solution, and indicates we have time to work on their problems, challenges, or opportunities. Further, giving advice demotivates our sailors because we are asking them to implement someone else's ideas and not theirs. Also, this approach is more Sailor-focused – the person leading the coaching conversations does not try to solve the problem, issue, or challenge for the Sailor. Instead, you are giving sailors a voice. Lastly, the opportunity for bi-directional feedback is enhanced from the coach and coaching partner for both to improve and grow.

What are the skills to be more coach-like?

A12. Active listening, empathy, and asking powerful open-ended questions.

What is the framework to have coaching conversations?

A13. The framework is known as the GROW Model. First, it is a 4-step structure/sequence to manage the coaching conversation so that it provides a meaningful result to the coaching partner. It is a process that the coach owns. Remember when we said the role of the coach is to provide the framework for the conversation? This is exactly what we are talking about. Whenever you're engaging in coaching conversations as the coach, you want to help the coaching partner discover something new and help them create an actionable plan to move forward to achieve their goal. You do this by staying curious and asking questions so there is no time for advice giving.

The 4-step acronym of GROW are the four key steps to have the coaching conversation:

- **Goal:** Your goals, aspirations, problems, challenges, or opportunities
- **Reality:** Your current situation, internal and external obstacles
- **Options:** Possibilities, strengths, and resources
- **Will:** Actions, follow up, and accountability

There are many, many questions you could ask for each step of the GROW Model without providing advice and to maintain your curiosity so the coaching partner comes to a solution or an actionable next step forward. How can you ask questions that will leave the coaching partner feeling inspired at the end of the coaching session?

Note: Permission to use GROW Model granted by estate of Sir John Whitmore and Performance Consultants International.

Who is MyNavy Coaching for?

A14. It is for all sailors at all ranks across the Navy. This is a skill that everyone can use, practice, and see results.

Why should I care?

A15. Sailor engagement has repeatedly been found to be a critical influence on the success of an

organization. Increased engagement fosters increased development, feedback, performance, accountability, and retention. Only about 33% of sailors feel engaged. To prevent taking steps in the wrong direction, coaching can help improve Sailor engagement.

How will coaching benefit me and others?

A16. Coaching is a skill that you can use today and is an investment in you. You'll also get more frequent and quality feedback. Ultimately, by engaging in this coaching skillset, you will increase your performance and the performance of the Navy. Coaching also creates and institutes a culture focused on deliberate Sailor development leading to overall performance improvement at the individual, unit, and Fleet levels. Other benefits include:

- Coaching is a communication skill that creates the conditions for deliberate development and life-long learning, resulting in growth for every member of the Navy, building meaningful work and relationships, enhancing overall performance.
- Once sailors know the skills, they can start using them immediately, personally and professionally.
- Navy leadership is vested in MyNavy Coaching and the desired high-performance outcomes and a culture of excellence, making sailors feel valued, cared for, and engaged
- Coaching provides a framework to have open and constructive developmental conversations with purpose, focused on helping the Sailor achieve goals, with frequent and quality feedback.
- The skills taught in coaching are skills that create better leaders to benefit the Navy.

Do I have to be a certified coach to have coaching conversations?

A17. No! Anyone can start using the skills to become more coach-like and use them in coaching conversations.

Does a coach have to be a direct supervisor?

A18. Generally speaking, direct supervisors will fulfill the coaching role when it comes to performance counseling conversations. Individual units vary across the Navy, but Coach/Coaching Partner partnerships will generally follow this model: CO/XO, XO/DH, DH/DIVO, E9/E8, E8/E7, E7-E6, E6/E5 and below.

When engaging in Peer-to-Peer coaching, this is someone you choose with whom you can have mutual trust with, does not have to be the same rank, rate, specialty, job, or workcenter (but may be), and is someone who will hold you accountable (and vice versa).

Does a coach have to be a higher rank than or the same rate/specialty as the coaching partner?

A19. No. It is possible to coach those who are higher in rank than the coaching partner. You do not have to be the same rate or specialty to coach someone.

What is Peer-to-Peer Coaching?

A20. Is it necessary to be in a supervisory position to coach someone? Is it necessary to have a more senior person coach a more junior person? The answer is “no” to both of these questions. Coaching can also be done with peers, and is, in fact, a very good way to give and receive development feedback. Peer-to-Peer coaching is a relationship between two peers, or people of relatively equal

position, who commit to helping one another. It is built around a process of having structured conversations focused on personal and professional goals. The relationship between peers is one that is mutually beneficial. This is essentially a two-for-one benefit and is one of the things that makes peer-to-peer coaching so impactful to individuals and to entire organizations.

How long is a Peer Coaching session expected to last?

A21. Coaching sessions are expected to take approximately 60 minutes, 30 minutes for the coach and 30 minutes for the coaching partner. However, coaching partnerships should last for the entire duration of the Coach/Coaching Partner's tour. And you might find you might have more than one peer coach.

How often should Peer-to-Peer Coaching sessions occur?

A22. It is recommended that you engage in Peer-to-Peer coaching at least once/month. In general, coaching sessions are encouraged to take place as often as possible.

How do I get a Peer Coach?

A23. You can ask someone you trust to be your peer coach who has also completed the initial training. Talk to your Direct Supervisor, Career Counselor, or email us at NavyCoaching@navy.mil and we will help you find a coach.

Who can I talk to if I have questions about my coaching?

A24. Talk to your Direct Supervisor or email MyNavyCoaching@navy.mil.

How do I know if I'm ready to be coached?

A25. Ask yourself...Do I want to have greater job satisfaction and engagement? Do I want to increase my performance? Do I want to be involved and take ownership of my development? If you answered yes to any of these, then coaching is for you!

Who should I pick to be my coach?

A26. If an individual demonstrates these core behaviors: asking more open-ended questions, refraining as long as possible to give the answer or advice, doesn't try to solve your problem, issue, or challenge, and provides an opportunity for bi-directional feedback, they are ready to be your coach whether they are a supervisor or a peer.

How do I find someone to coach me?

A27. Talk to your Direct Supervisor, Career Counselor, or email MyNavyCoaching@navy.mil.

What if I don't want to be coached?

A28. Coaching is not mandatory. It is a professional and personal development tool for individuals who are seeking self-ownership, achievement of personal and professional goals, and who desire greater performance. Everyone will not be ready to be coached and that is okay.

Who can be a coach and what are the requirements?

A29. Anyone can be a coach who has the right mindset and knowledge (plus skills) can be a coach. At this time, the only requirement is for you to complete training and start having the coaching conversations with your peers and supervisors.

How do you become a coach?

A30. The Navy at this time is not certifying coaches, but to be a coach, the only requirement is for you to complete the self-paced modules and start having the coaching conversations with your peers and managers.

How will I see coaching used in the Navy?

A31. Career Development Boards, Mid-term Counseling with Individual Development Plans, Peer-to-Peer, insertion of MyNavy Coaching curriculum at Officer and Enlisted leadership touchpoints and accession pipelines, any other types of developmental conversations, and virtual self-paced modules.

What types of situations can I use coaching?

A32. Coaching can be used for both personal and professional goal accomplishment. Below are examples of when coaching conversations can take place.

- Mid-term Counseling
- Annual performance evaluation
- Advancement/promotions
- Completing qualifications
- Permanent Change of Station (PCS)
- Starting a new leadership role
- Purchasing a new home
- Purchasing a new car
- Enrolling in college
- Planning a vacation

Where can I find the training to get started?

A33. The training is currently being piloted and has not officially been released yet. Email MyNavyCoaching@navy.mil if you are interested in your command receiving an in-person or virtual training session or to learn more about where to find the self-paced modules once they are released. As there are updates, this information will be made available.

MyNavy Coaching



HANDBOOK APPENDIX OF COACHING FORMS

Visit here: <https://www.mynavyhr.navy.mil/References/Forms/NAVPERS/>

- NAVPERS 5357/1 Peer-to-Peer Coaching Checklist
- NAVPERS 5357/2 Readiness Assessment for Coaching
- NAVPERS 5357/3 Peer Coaching Intake
- NAVPERS 5357/4 Coaching Partner Agreement
- NAVPERS 5357/5 Coach-Like Skills Evaluation Tool
- NAVPERS 5357/6 Coaching Hours Log
- NAVPERS 1610/19 Military Individual Development Plan

MyNavy Coaching



SUPPLEMENTAL TOOLS AND RESOURCES

Giving Feedback

Why is feedback important?

Does the idea of giving someone feedback about their performance make you feel uncomfortable or give you a sense of anxiety? The good news is it doesn't have to. Giving feedback is a critical component of personal and professional development and positive change. It is key to engaging your sailors, keeping them on track, and when done in the right way, it is often received well and can lead to outstanding performance. Sailors need to know what they are doing well and where they can improve, but for feedback to be effective, it has to be delivered constructively and frequently. Giving feedback is a skill, but like all skills, it can be improved with practice.

Giving feedback effectively

1. **Check your motives.** Before giving someone feedback, remember why you are doing it. The purpose of giving feedback is to improve performance. You won't accomplish that by being harsh or critical. That doesn't mean that all feedback needs to be positive, but it should be fair and balanced.
2. **Be timely.** Feedback has the greatest impact when it is provided as soon as possible after an event. Details about the situation are fresh in the person's mind and they can take action on the feedback immediately.
3. **Make it frequent.** You don't have to save up your feedback to share once or twice a year at a formal evaluation. Informal feedback can (and should) be provided as often as warranted. That could be every week, or even every day depending on the situation. When you provide frequent, informal feedback, nothing said during a formal evaluation should be surprising or anxiety-provoking.
4. **Find some privacy.** Find a safe place to talk where you won't be interrupted or overheard. Ensure you have enough time for a meaningful conversation.
5. **Be specific.** Feedback must be specific and include a description of what the person did or said and why it was or was not effective. For example, if you tell someone they acted unprofessionally, what exactly does that mean? Was he disrespectful of a person's rank, too loud, too casual, dressed inappropriately? Focus on behaviors the individual can actually change or influence. Don't get personal or seek to blame.
6. **Start and end on a positive note.** Starting with something positive can help put the individual at ease and show them they can be successful. Similarly, ending with something positive can enhance their self-confidence.
7. **Follow up.** The purpose of feedback is to improve performance. You need to assess whether or not that is happening and help the individual make adjustments as necessary.

Reference

Mindtools. (n.d.). Giving feedback. Retrieved May 1, 2021, from https://www.mindtools.com/pages/article/newTMM_98.htm

How Do I Ask for Feedback?

Do you wait for your boss or a peer or even your subordinates to tell you how you're doing? Is it okay to ask them if you want to know how you're doing? The answer is YES! Feedback is a two-way street and key to personal and professional development and positive change. You can't fix something if you don't know it's broken! Feedback can highlight your strengths, identify areas in which you can improve, and ensure you're on the right track. That's why it is important to take the initiative, especially if individuals are not providing you with feedback regularly.

I feel uncomfortable asking for feedback

Asking for feedback can be intimidating because you are potentially opening yourself up to criticism, but you can overcome this fear by adopting a growth mindset. No one is perfect, everyone makes mistakes, and there is always room for improvement.

Who should I ask for feedback?

While the most obvious person to ask for feedback from is your supervisor, he or she is not the only one who can provide you with meaningful feedback. Your peers are likely to have some good insight into your performance and observe things your supervisor might not see. Similarly, your subordinates may see things from a different perspective as well, especially if you are interested in feedback on your leadership skills. Asking for feedback from different sources (e.g., supervisor, peers, subordinates) can provide you with a more holistic view of your performance.

How do I ask for feedback?

1. **Consider the timing.** Do you want general feedback on your performance, or on a specific project or task? If you are looking for general performance feedback, you can ask for it at any appropriate time. However, if you are looking for feedback on something specific, it's most helpful as close to the event or task as possible.
2. **Be specific.** Whenever you ask for feedback, it is helpful to be as specific as possible. If you ask a general question like, "How am I doing," you will probably receive a general answer back. You will receive better feedback if you ask specific questions like, "Have my monthly reports been as thorough as you want them to be?" or "What is one thing I could do to improve my performance as Leading Petty Officer?"
3. **Listen to understand.** When receiving feedback, it can be tempting to start thinking of excuses to explain your behavior, blame others, or start planning what you're going to say before the person has even finished speaking. Make a deliberate effort to really listen to what the person is saying before replying. If you need to ask, ask them for clarification to ensure you have a full understanding of what is being said.
4. **Be gracious.** When you receive negative feedback, it can be natural to get defensive, make up excuses for your behavior, or point the finger at someone else. Listen with an open mind and view this an opportunity to grow. Thank the individual for their time and effort. Remember – you asked for this opportunity to improve!

Now what do I do?

Feedback is only useful if you do something with it. The next step is to take thoughtful and deliberate action. Develop a plan for how you are going to use it and what goal you are trying to achieve. Identify the individual steps necessary to achieve each goal along with a timeline and how to keep yourself accountable.

Reference

Mindtools. (n.d.). Getting feedback. Retrieved May 1, 2021, from
<https://www.mindtools.com/pages/article/getting-feedback.htm>

Differentiating Mentoring vs Performance Counseling vs Coaching Conversations

Questions to Consider	Mentoring (Learn <u>from</u> Me)	Performance Counseling	Coaching (Learn <u>with</u> Me)
What role am I in?	“Am I transferring knowledge that I have some experience of?”	“Am I giving feedback about job tasks to assist with performance?”	“Am I facilitating an expansion of the sailor’s self-awareness?”
How am I driving development?	Gives advice, uses “I” or “Me” references	Gives advice and feedback	Asks open-ended questions, removes self from conversation
What is the skillset?	Subject Matter Expert	Technical, functional, or professional expert	Doesn’t have to be an expert Active listening, empathy, asking powerful questions
Does it impact performance evaluation?	No impact on mentee’s performance evaluation	Yes	Performance-driven yet no impact on performance evaluation
What is the periodicity?	Off and on throughout someone’s career	Twice a year	Continuous

Why Ask Powerful Questions in Coaching?

What is a powerful question?

Powerful questions are open-ended and asked with genuine curiosity.

- They are NOT “statements disguised as questions”.
 - For example, “Have you tried working from home one day per week to give yourself more time with your family?”
 - Notice that this is a close-ended question or is answered with a yes-or-no response.
 - The individual asking the question probably knows the answer already.
 - This type of question is a suggestion, not a question.

It’s okay to make a suggestion as long as it’s not mistaken for a powerful question.

- Ask questions without having an attachment to the answer.
 - This will help uncover issues, provoke insight on behalf of the coaching partner, and pave a way forward towards goal achievement.

Here are some tips to help strengthen your question ability to meet your coaching partner’s desired outcome.

1. Avoid Closed Questions. This is our number one offender!

Instead of this:

- “Is there any way you can change that?”
- “Do you think it will be hard?”
- “Do you have any other options?”

Try this:

- “What can you change?”
- “What will be hard for you?”
- “What other options do you have?”

2. Avoid Solution-Oriented Questions (SOQ). SOQ is advice with a question mark on it.

Instead of this:

- “Shouldn’t you let your Chain of Command know?”
- “Can’t you complete your qualification in one month?”
- “Don’t you think talking with your spouse will give you a better outcome?”

Try this:

- “Who do you need to inform about your decision?”
- “How long will it take to complete your qualification?”
- “Who can you talk to get a better outcome?”

3. Avoid Rhetorical Questions. These are often emotional or judgemental from your own opinion.

Instead of this:

- “Why would you do that?”
- “Are you really going to do that?”
- “Wouldn’t you rather leave?”

Try this:

- “What made you decide that?”
- “How will this action impact your life/career/finance/health, etc.?”
- “What action do you want to take?”

4. Avoid Leading Questions. These questions propel the conversation in a certain direction for the coach.

Instead of this:

- “You felt angry about the situation?”
- “Are you ready to make your decision right now?”
- “This organization has invested so much into you so do you want to re-enlist next week?”

Try this:

- “What were your feelings about the situation?”
- “What decision have you reached since our last conversation?”
- “What would happen if you re-enlisted?”

5. Avoid “WHY” Questions. These questions challenge the coaching partner’s ideas, making them defensive and can often come from a place of judgement.

Instead of this:

- “Why did you not apply for the position?”
- “Why do you feel this way?”
- “Why can’t you complete the task?”

Try this:

- “What made you not apply for the position?”
- “What made you feel this way?”
- “What is holding you back from completing the task?”

Questions have the power to change lives. They bring out our creativity, provide insight, empower us to believe in ourselves, and push us to our maximum potential with a call for action.

Coaching Challenge

Begin practicing asking open ended questions only using Who, What, How, Where to empower your coaching partner, allowing them to take ownership of their situation.

We'd love to hear what you learned after you practiced asking the question a different way. Feel free to contact us at MyNavyCoaching@navy.mil.

Reference

Soler, S. (2014, November 1). Coaching 101: Ask Powerful Questions. Retrieved May 1, 2021, from <https://medium.com/@StephanieLSoler/to-be-a-great-coach-ask-powerful-questions-d6b18614fffb#:~:text=Powerful%20questions%20are%20open%2Dended,someone%20develop%20her%20own%20insight>

Sample Powerful Questions

Questions are a great way to start a dialogue and encourage active participation of the coaching partner. Questions can be used to gather information and to clarify understanding. Powerful questions promote reflective thinking in the coaching partner to help them arrive at decision steps and conclusions on their own. Below are some sample questions that can be used during each phase of the **GROW Model**.

Goal

- What is your vision for this tour?
- What career goal do you want to work on?
- Where do you see yourself at the end of your tour?
- What do you want to be your end result?
- What do you see for yourself in the future?
- Where do you want to be personally/professionally?
- How can the command/leadership further your development?
- What do you want to achieve during this coaching session?
- What do you expect from me during this coaching session?
- How will this goal benefit other areas of your life?
- What makes this goal important to you?
- What will be most helpful to you during this session?
- How serious are you about setting this goal?
- How do you want to explore the situation/experience?
- What are some high points or low points that you would like to discuss?
- What do you want to improve upon?
- What are your aspirations?

Reality

- What is currently holding you back?
- What areas need improvement?
- What skills do you currently have that need improvement?
- How do you see yourself at this moment?
- What would (insert name) say about you?
- What have you currently completed?
- What qualifications have you received/completed/ began?
- How confident are you in achieving this goal?
- What makes this goal important to you?
- What can you control?
- What is or isn't currently working for you?
- How would this affect you if you do not achieve this goal?
- How does this goal align with you/the command/ the Navy/ your family?
- How much of this goal is under your control?
- What factors may affect the outcome of achieving this goal?
- How can you bring these factors under your control?
- What can you offer other people in order to obtain assistance in achieving your goal?

Options

- Who can you speak to?
- What options do you currently have toward achieving your goal?
- What programs/schools/collateral duties/volunteer event could you join?
- Who would have more information?
- What steps can you take?
- What skillsets do you have that can be used to achieve your goal?
- Who else do you know has reached this goal?
- What can you learn that will benefit you in achieving your goal?
- What are the resources provided to you by your peers/leadership/command/Navy?
- What can you do differently to achieve your goal?
- What options do you have that will align with your goal/values/strengths/interests?
- What are some pros and con for each option?
- What preferred option would you like to consider?
- What is another option you could explore?

Will

- What actions are you going to take between now and XX to complete your goal?
- What is your target completion date?
- How will you know if you have reached your goal?
- What exactly do you need to do?
- What else do you need?
- What will happen if you complete this goal?
- What will happen if you do not complete this goal?
- How will you measure your success?
- When will you follow up with me about your goal?
- What have you learned from this session?
- How will this goal benefit you?
- How will you/your workcenter/command/leadership/Navy benefit from you achieving this goal?
- How will you sustain the success of your achievement?
- What additional support will be needed from leadership/command/Navy?
- What is your motivation in achieving this goal going forward?
- Would it be okay if I share my experience?
- How do you feel about this session?
- What will be the first action you will take after this session?

Do's & Don'ts of Coaching

Do's

- Actively listen. Successful Coaches are great listeners.
- Build self-esteem rather than undermine it.
- Pay Attention. Set a comfortable tone that gives the Coaching Partner an opportunity to think and speak. Allow a “wait time” before responding.
- Withhold judgement. Have an open mind, suspend judgement, and hold all criticism.
- Instill authority, responsibility, and accountability.
- Reflect. Periodically repeat or paraphrase key points to indicate that you understand.
- Encourage self-discovery.
- Clarify. If there is any doubt or confusion about what your Coaching Partner is conveying, ask questions to clarify.
- Understand individual differences because each Coaching Partner is different in attitude, personality, responsibility, and how they handle criticism.
- Display empathy. Put yourself in the Coaching Partner's shoes-understanding their situation, perceptions, and feelings from their point of view.
- Be vulnerable. As a Coach it is vital to understand your ability to effectively display empathy is linked to the Coaching Partner's ability to open up and fully engage in the experience.
- Ask powerful questions. Asking powerful questions is a reflection of active listening and understanding the Coaching Partner's perspective by paraphrasing what was heard by asking open ended questions.

Don'ts

- Believe you are the expert
- Make implied promises
- Focus on attitude
- Push too hard for private information
- Overshare your experiences
- Over-use self as an exemplar
- Give advice
- Make a diagnosis of any kind
- Push personal beliefs/religion/morals/values
- Tell what to do
- Use embarrassment or humiliation as a “teaching tool”
- Adopt the “my way, or the highway” attitude
- Undermine or minimize the Coaching Partner's goals
- Focus solely on the end result.
- Become angry or upset during the session

- Display bias
- Disclose personal information outside of the coaching session
- Shy away from tough conversations
- Overreact
- Talk more than the Coaching Partner
- Expect perfection
- Complete a session with no tasks set or target completion dates

SMART Goal Setting

Depending on where you are in your life and career, have you ever felt that:

- You're working incredibly hard, yet not achieving your goals?
- Maybe you're not seeing much improvement in your skills or achievements when you reflect on the last five or 10 years.
- You struggle to see how you'll fulfil your ambitions in the coming months.

When it comes to achieving success, one of the most important steps that you can take is setting good goals. Not all goals are created equal. Setting SMART goals means you can clarify your goals, focus your efforts, use your time and resources productively, and increase your chances of living your ideal life. The key to setting a clear and reachable goal lies in the acronym **SMART**: Specific, Measurable, Achievable, Realistic, and Time Bound.

Note: Apply the SMART Goal Setting process after you have gone through the steps of the GROW Model.

S

Good goals are not ambiguous; they are **Specific**. It is important to target a clear and concise goal. Try to answer the following questions: **What** do I want to accomplish? **Why** is this goal important? **Who** can I involve? **Where** is it located? **Which** resources or limits are involved?

M

Tracking progress is a great way to stay motivated, so a good goal is **Measurable**. Setting milestones gives you an opportunity to celebrate when you meet them and to reevaluate when you miss them. A specific goal should consider: How much? How many? How will I know when I am there?

A

Your goals should be challenging, yet **Achievable**. An achievable goal will usually answer the questions, how can I accomplish the goal? How realistic is this goal based on other constraints such as time or money?

R

A meaningful goal is **Relevant** to your plan for your life or career. Worthwhile goals provide positive benefits to your life, and should align with important areas of your life. A relevant goal answers yes to these questions: Is this worthwhile? Is now the right time? Does this match with other goals?

T

Strong goals are **Time-bound**. Setting a timeline and a deadline provides for accountability, whether self-accountability, or if working with a coach. Time-bound will usually answer these questions: When? What can I do six months from now? What can I do six weeks from now? What can I do today?

Goal-Setting Exercise

For each of the following items, draft a SMART goal that provides the best chance of accomplishment.

1. Earn my warfare pin.

2. Save \$10,000 in Thrift Savings Plan.

Exercise: Write Your Own SMART Goal

My goal is to _____.

Which will be measured by _____.

I will accomplish this by _____ which I

know is realistic because _____.

This effort is worthwhile because _____ and

it will be achieved by _____

with milestones set at _____.

MyNavy Coaching Values Exercise: Creating a Purpose Statement for your Personal and Professional Life

The purpose of this exercise is for your coaching partner to identify what is most important to them personally and professionally. It is recommended that this be a “homework” assignment for the coaching partner after the first peer coaching session to help them as they progress towards their goals.

1. Select 10-15 values that are important to you.
2. Then narrow those 10-15 values down to 3 values for your career and 3 for your personal life.
3. After you narrow down your values, write a separate purpose statement for what your career and personal life looks like for the next few years incorporating these values.

Example: *3 Professional Values: Achievement / Fairness / Performance*

My purpose for the next 3 years of my career is to attain the highest levels of achievement while practicing fairness as a leader to ensure my team attains maximum performance.

Example: *3 Personal Values: Connectedness / Family / Happiness*

My purpose for the next 3 years of my personal life is to maximize the connectedness among me and my family to build the most happiness possible.

=====	
Achievement	Kindness
Authenticity	Knowledge
Bravery	Leadership
Compassion	Learning
Community	Love
Connectedness	Loyalty
Creativity	Openness
Determination	Optimism
Empowerment	Partnership
Excellence	Peace
Fairness	Performance
Faith	Pleasure
Family	Productivity
Forgiveness	Recognition
Friendships	Respect
Happiness	Responsibility
Honesty	Security
Hope	Service
Humility	Self-expression
Humor	Spirituality
Integrity	Success
Inclusion	Trustworthiness
Independence	Wisdom
Justice	

Note: This list includes the same values use in the values exercise by Warrior Toughness in addition to extra values.

3 Professional Values: _____ | _____ | _____

Professional Purpose Statement:

3 Personal Values: _____ | _____ | _____

Personal Purpose Statement:
